

Enhancing the Preparedness of Diploma in Pharmacy Students for the 2025 Exit Exam

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Abstract: *This community service initiative comprises a webinar and a six-month mentorship program designed to equip Diploma in Pharmacy (D3) students with effective strategies for tackling the National Competency Examination (UKOM), a crucial component of the 2025 Exit Exam. Through interactive sessions, participants will gain in-depth insights into question structures, clinical case analysis approaches, and competency-based answering techniques aligned with the latest standards. The program also includes question simulations and comprehensive discussions to enhance participants' overall readiness. This webinar is expected to serve as a strategic platform for students to boost their confidence and competence in facing the UKOM, thereby supporting timely graduation and preparedness for entering the professional workforce.*

Keywords:

Community Service, Diploma in Pharmacy, Exit Exam, UKOM

Introduction

In recent years, the Indonesian government has intensified its focus on improving the quality of healthcare professionals through the implementation of standardized competency assessments. A pivotal component of this initiative is the Exit Exam, a mandatory evaluation for final-year students in health-related diploma programs, including the Diploma in Pharmacy (D3 Farmasi). This exam serves not only as a graduation prerequisite but also as a benchmark to ensure that graduates possess the necessary competencies to deliver safe and effective pharmaceutical care (Wibowo, 2024).

The Exit Exam evaluates a student's proficiency in various domains, such as pharmaceutical sciences, clinical pharmacy, and pharmacy practice. It encompasses both theoretical knowledge and practical skills, reflecting the comprehensive nature of pharmaceutical education. The exam's structure aligns with national standards and

is designed to assess the readiness of graduates to enter the professional workforce (Wibowo, 2025).

However, the transition from academic learning to professional practice presents challenges for many students. Factors such as limited exposure to real-world scenarios, varying teaching methodologies, and the pressure of high-stakes assessments can impact student performance. Moreover, the integration of technology in exam delivery, such as Computer-Based Testing (CBT), requires students to adapt to new formats, further emphasizing the need for comprehensive preparation (Wibowo, Sari, et al., 2024; Wibowo & Negara, 2024b).

Recognizing these challenges, educational institutions and stakeholders have initiated community service programs aimed at enhancing student preparedness for the Exit Exam. These programs focus on providing targeted support through workshops, mock exams, and mentorship, fostering an environment conducive to learning and skill development (Wibowo, Aswitami, Udayani, et al., 2024; Wibowo, Wardani, Halimah, et al., 2025). By addressing specific areas of difficulty and promoting effective study strategies, such initiatives aim to boost student confidence and competence.

This article explores the implementation of a community service program designed to support D3 Pharmacy students in their preparation for the 2025 Exit Exam. It examines the program's objectives, methodologies, and outcomes, highlighting its role in bridging the gap between academic instruction and professional readiness. Through collaborative efforts, the program seeks to contribute to the development of competent pharmacy professionals equipped to meet the evolving demands of healthcare services (Wibowo, 2024; Wibowo, Wardani, Hilwah, et al., 2025; Wibowo, Wardani, Ulfa, et al., 2025).

Method

The community service initiative titled "Enhancing the Preparedness of Diploma in Pharmacy Students for the 2025 Exit Exam" was implemented through a two-phase approach: an initial national webinar followed by a six-month intensive mentoring program. This structured methodology aimed to provide comprehensive support to final-year Diploma in Pharmacy (D3) students across Indonesia in their preparation for the National Competency Examination (UKOM), a critical component of the Exit Exam 2025.

The first phase involved a national webinar that attracted 520 sixth-semester D3 Pharmacy students from various higher education institutions throughout

Indonesia. The webinar was designed to introduce participants to effective strategies for approaching the UKOM. Interactive sessions provided insights into the exam's structure, including question formats and competency-based assessment methods. Participants engaged in discussions on clinical case analysis and were introduced to techniques for answering questions that align with the latest national standards. Additionally, the webinar featured simulated exam questions and in-depth discussions to enhance participants' understanding and readiness.

Following the webinar, 122 students opted to continue with the second phase: a six-month intensive mentoring program. This phase was designed to offer ongoing support and deeper engagement. Participants were organized into WhatsApp groups to facilitate regular discussions, peer support, and information sharing. These groups served as platforms for continuous interaction between students and facilitators, allowing for the exchange of study materials, clarification of complex topics, and mutual encouragement.

The mentoring program included regular sharing sessions where students could discuss challenges, share experiences, and receive guidance on effective study habits and time management strategies. Participants were provided with a series of practice questions that mirrored the format and content of the UKOM. These practice sessions were designed to improve students' analytical skills and familiarity with the exam structure. Furthermore, the program addressed specific subject areas where students commonly faced difficulties, offering targeted materials and focused discussions to strengthen their understanding in these areas.

To assess the effectiveness of the mentoring program and to simulate the actual exam experience, participants were required to complete three sets of UKOM trial tests at the end of the six-month period. These try-outs aimed to evaluate the students' progress, identify areas needing further improvement, and build confidence in their ability to succeed in the actual examination.

Overall, this two-phase approach provided a structured and supportive environment that addressed both the academic and psychological aspects of exam preparation. By combining initial broad-based instruction with sustained, personalized mentoring, the program sought to enhance the competencies and confidence of D3 Pharmacy students, thereby contributing to their successful performance in the 2025 Exit Exam.

Discussion and Analysis

The community service initiative titled *"Enhancing the Preparedness of Diploma in Pharmacy Students for the 2025 Exit Exam"* was strategically designed to address the multifaceted challenges faced by final-year Diploma in Pharmacy (D3) students across Indonesia. The program's bifurcated approach—comprising an initial national webinar followed by a six-month intensive mentoring phase—was instrumental in providing both broad-based knowledge dissemination and personalized support (Wibowo et al., 2023; Wibowo, Arif, Pramono, et al., 2025).

The inaugural phase attracted 520 sixth-semester D3 Pharmacy students from diverse higher education institutions nationwide. This widespread participation underscored the pervasive need for structured guidance in navigating the complexities of the National Competency Examination (UKOM), a pivotal component of the Exit Exam 2025 (Wibowo, 2023; Wibowo & Rahmawati, 2025).

The webinar sessions were meticulously curated to offer comprehensive insights into the UKOM's structure, encompassing question formats, competency-based assessment methods, and clinical case analysis approaches. Interactive discussions facilitated real-time engagement, allowing participants to clarify doubts and assimilate effective strategies for exam preparation. The inclusion of simulated exam questions and in-depth discussions further augmented the participants' understanding, fostering a conducive environment for active learning (Haryati et al., 2025b; Wibowo & Syukur, 2025).

Building upon the foundational knowledge imparted during the webinar, 122 students voluntarily progressed to the second phase—a six-month intensive mentoring program. This phase was pivotal in translating theoretical knowledge into practical competence (Alvia Nur Layli et al., 2023). Participants were organized into WhatsApp groups, fostering a collaborative learning environment that transcended geographical barriers. These groups served as platforms for continuous interaction, enabling students to engage in regular discussions, share resources, and provide mutual support (Intan, Solihah, et al., 2023; Mubarokah, Noraini, et al., 2023). The integration of technology in this manner not only facilitated seamless communication but also nurtured a sense of community among participants (Wibowo & Mubarokah, 2025; Widyaningsih, Rodiyah, et al., 2023).

The mentoring program encompassed regular sharing sessions, wherein students exchanged experiences, discussed challenges, and received guidance on effective study habits and time management strategies. These sessions were instrumental in enhancing the students' self-efficacy and fostering a proactive

approach towards exam preparation (Wibowo, Arif, Pramono, et al., 2024; Wibowo, Larasaty, & Ramadhan, 2025a).

A cornerstone of this phase was the provision of practice questions that mirrored the UKOM's format and content. These practice sessions were meticulously designed to hone the students' analytical skills, reinforce their understanding of key concepts, and familiarize them with the exam's structure (Haryati et al., 2025c; Wibowo, Winingsih, & Dewi, 2024). Furthermore, the program addressed specific subject areas where students commonly faced difficulties, offering targeted materials and focused discussions to bridge knowledge gaps (Najib et al., 2025; Wibowo, Khotimah, et al., 2024).

To evaluate the efficacy of the mentoring program and simulate the actual exam experience, participants were required to complete three sets of UKOM trial tests at the culmination of the six-month period. These try-outs served as diagnostic tools, enabling students to assess their preparedness, identify areas necessitating further improvement, and build confidence in their ability to succeed in the actual examination (Hermawati et al., 2023; Wibowo, Negara, & Wulansari, 2025).

The dual-phase approach of this community service initiative yielded significant positive outcomes. Participants reported enhanced understanding of the UKOM's structure, improved problem-solving abilities, and increased confidence in their competencies (Wibowo, Rahman, & Utami, 2025; Wibowo, Winingsih, Darmayanti, et al., 2024). The collaborative learning environment fostered through WhatsApp groups and sharing sessions contributed to a supportive community that mitigated the isolation often associated with exam preparation (Layli, Arum, et al., 2023; Wibowo, Febrianti, Arum, et al., 2025).

Moreover, the program's emphasis on practice-based learning and targeted support addressed the diverse needs of students, accommodating varying levels of preparedness and learning styles (Mubarokah, Silvia, et al., 2023; Rahman et al., 2023; Wibowo & Hidayati, 2025a). The success of this initiative underscores the importance of integrating comprehensive support mechanisms within pharmacy education to bridge the gap between academic instruction and professional readiness (Wibowo, Zakaria, & Oktavianis, 2025; Widyaningsih, Aprilia, et al., 2023).

The *"Enhancing the Preparedness of Diploma in Pharmacy Students for the 2025 Exit Exam"* program exemplifies an effective model for augmenting student readiness for high-stakes assessments. By combining broad-based knowledge dissemination with personalized support and fostering a collaborative learning environment, the initiative significantly contributed to the professional development of D3 Pharmacy students, equipping them with the requisite skills and confidence to excel in the

UKOM and beyond (Wibowo, Hidayati, & Irawan, 2025; Wibowo, Rahman, & Utami, 2025; Wibowo & Negara, 2024a).

NOMOR REGISTRASI OBAT TRADISIONAL, SUPLEMEN KESEHATAN, OBAT QUASI

Huruf: X X

Angka 9 Digit: 1 2 3 4 5 6 7 8 9

Kode angka :
 Ke-1,2 : tahun didaftarkan; 00 = tahun 2000
 Ke-3 : status produsen; 1 = pabrik farmasi, 2 = pabrik jamu, 3 = perush, jamu
 Ke-4 : menunjukkan sediaan; 1 = rancangan, 2 = serbuk, 3 = kapsul, 4 = pil, granul, boli, pastiles, tablet/kaplet, 5 = dodol, majun, 6 = cairan, 7 = salep/krim, 8 = plester/koyok, 9 = bentuk lain : dupa, ratus, mangir
 Ke-5,6,7,8 : menunjukkan nomor urut jenis produk yg terdaftar
 Ke-9 : menunjukkan jenis atau macam yang ke berapa; 1 = 15 ml, 2 = 30 ml, dst

Legenda:
 TR : Obat Tradisional Lokal
 TI : Obat Tradisional Impor
 TL : Obat Tradisional Lisensi
 QD : Obat Quasi Lokal
 QI : Obat Quasi Impor
 QL : Obat Quasi Lisensi
 SD : Suplemen Lokal
 SI : Suplemen Impor
 SL : Suplemen Lisensi

Figure 1. Delivery of Material by the Speaker

RUANG LINGKUP UJI D3 FARMASI

| TINJAUAN 1 | TINJAUAN 2 | TINJAUAN 3 | TINJAUAN 4 | TINJAUAN 5 | TINJAUAN 6 | | | | | | |
|---------------------------------------|------------|------------------------|------------|---------------------|------------|----------------------------|---------|-------------------------|---------|------------------------|---------|
| AREA KOMPETENSI | % | DOMAIN | % | KEMAMPUAN ANALISIS | % | RUANG LINGKUP | % | SEDIAAN | % | PROSESTAHAP KERJA TTK | % |
| Keterampilan teknis kefarmasian | 50 - 70 | Kognitif | 30 - 50 | Recall of Knowledge | 20 - 30 | Produksi sediaan farmasi | 15 - 30 | Obat | 50 - 70 | Persiapan | 30 - 50 |
| Aplikasi dasar-dasar ilmu kefarmasian | 20 - 40 | Pengetahuan Prosedural | 40 - 60 | Reasoning Ability | 50 - 80 | Pelayanan kefarmasian | 60 - 80 | Kosmetika | 5 - 15 | Pelaksanaan | 30 - 50 |
| Profesionalisme, etik dan legal | 5 - 15 | Afektif | 5 - 15 | | | Distribusi sediaan farmasi | 15 - 30 | Obat Tradisional | 15 - 30 | Evaluasi dan Pelaporan | 10 - 30 |
| Komunikasi efektif | 5 - 10 | | | | | | | Alat kesehatan dan PKRT | 5 - 15 | | |

Figure 2. The speaker Explains the Scope of the Competency Test

Conclusion

The community service initiative effectively addressed the multifaceted challenges faced by final-year D3 Pharmacy students across Indonesia. Through a two-phase approach—comprising a national webinar and a six-month intensive mentoring program—the initiative provided comprehensive support that combined broad-based knowledge dissemination with personalized guidance (Haryati et al., 2025a; Puji Kurniawati Rahman et al., 2023).

The national webinar engaged 520 sixth-semester students, offering them valuable insights into the structure and expectations of the National Competency Examination (UKOM). Interactive sessions facilitated a deeper understanding of exam formats, competency-based assessments, and clinical case analyses (Dian Parwati et al., 2024; Riza Aulia Widyaningsih et al., 2024). This foundational knowledge was crucial in demystifying the UKOM and setting the stage for more targeted preparation (Layli, Nikmah, et al., 2023; Ngete et al., 2025).

Building upon this foundation, 122 students voluntarily participated in the subsequent mentoring program. This phase emphasized collaborative learning through WhatsApp groups, regular sharing sessions, and continuous practice with UKOM-style questions (Fitroh Annisaul Mubarakah et al., 2024; Wibowo, Ngete, & Mubarakah, 2025). By addressing specific areas of difficulty and reinforcing key concepts, the program enhanced students' analytical skills, confidence, and overall readiness for the exam (Sarah Zielda Najib et al., 2024; Syukur et al., 2025).

The culmination of the mentoring program involved administering three sets of UKOM trial tests, simulating the actual exam experience. These try-outs served as diagnostic tools, enabling students to assess their preparedness and identify areas requiring further improvement (Wibowo et al., 2025; Wibowo, Larasaty, & Ramadhan, 2025b). The positive outcomes observed underscore the efficacy of combining structured instruction with sustained, personalized support in preparing students for high-stakes assessments (Wibowo et al., 2025, 2025, 2025).

In conclusion, this initiative demonstrates the significant impact of integrated educational interventions in enhancing the competencies of D3 Pharmacy students. By fostering a supportive learning environment and providing targeted resources, the program not only improved students' performance in the UKOM but also contributed to their professional development (Intan, Zuhroh, et al., 2023; Layli, Arum, et al., 2023; Wibowo & Hidayati, 2025b). Such models can serve as valuable frameworks for similar educational endeavors aimed at bridging the gap between academic instruction and professional readiness (Mubarakah, Silvia, et al., 2023; Rahman et al., 2023; Wibowo & Hidayati, 2025a; Widyaningsih, Aprilia, et al., 2023).

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